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ABSTRACT

This paper reviews issues and trends in inservice teacher education, focusing on state-of-the-art activities, criticisms levied against inservice programs, objectives, structure, basic models, and program evaluation methods. Trends identified focus on efforts to improve programs, innovations, program length, teacher involvement in program development, and the need for systematic preparation and further education. Several organizations to contact for further information are included. (CB)

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IN-SERVICE TRAINING OF TEACHERS

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IN-SERVICE TRAINING OF TEACHERS:
ISSUES AND TRENDS

The concept of the in-service training of teachers

The concept of the pre-service and in-service training of teachers is one of the fundamental components of their lifelong education. Systematic attention is devoted to the maintenance of these training systems in individual countries in accordance with their particular socio-economic systems.

Individual countries conceive the in-service training of teachers in different ways. However, they always proceed from the educational principle - verified in both theory and practice - that the teacher is an irreplaceable agent of the educational process at all levels of the education system and in any type of educational facility. Another established principle is that the quality of education depends to a decisive extent on the quality of the teacher's personality. It follows from this that a teacher is only able to fulfil his educational duties when he or she is both well-prepared for the profession and able to improve his/her skills through lifelong education.

The very concept of the in-service training of teachers provides answers to the two following questions:

1. Why is the in-service training of teachers organized?
2. What are the main objectives and subject of the organized in-service training of teachers?

Both questions are considered to be interrelated. Consequently, the question of why in-service training systems are organized for teachers will govern decisions on their objectives and their public. The answer to the question concerning the main objectives and the public of in-service training of teachers in most cases will provide answers as to why it is organized.

The purpose of an in-service training system for teachers consists first of all in meeting the following challenges:

- the changing requirements imposed by society;
- the changing requirements imposed upon education systems, teachers and other educational personnel;
- changes of a historical, political, socio-economic or demographic nature;
- the requirements imposed upon the teacher's qualifications by the educational sciences and improvements in the level of performance of the teaching profession.

The in-service training of teachers promotes their ability to differentiate, maintain the internal dynamic of their profession, improve the quality of the education system, assume proper attitudes and increase the standard of teaching within the framework of reforms to the education system and innovations within the educational process.

Previously, it was assumed that the principal purpose of the in-service training of teachers was to increase their professional standard and that, in

fact, it was the continuation of their pre-service training. Under normal circumstances their training should have been completed before their entry into the profession and would be realised by the achievement of the official qualifications. In-service training would then consolidate the practical experience of teachers with intermittent courses throughout the whole of their careers.

Opinions vary particularly on the question of whether initial training already forms part of in-service training. In fact their is no clear-cut distinction between initial training and the in-service training of teachers; frequently the former is fully integrated into the latter.

There have been a number of efforts in several countries to unify to an optimal extent the recruitment, initial training and in-service training systems for teachers within the concept of lifelong education. This should ensure continuity from their first interest in the teaching profession via basic training in a teacher training institution up to the various forms of in-service training.

In-service training of teachers - the state-of-the-art

Since approximately the mid-1970s the in-service training of teachers in many countries has been conceived as a comprehensive system. A strong impulse towards greater interest by individual countries in the concepts of in-service training for teachers was given by Recommendation No. 69 adopted at the thirty-fifth session of the International Conference on Education (Geneva, 1975). The special theme of this session dealt with the role of the teacher in the changing world, including their lifelong education. In-service training was conceived as a component in their lifelong education which, together with pre-service training, formed one integrated whole. The thirty-sixth session of the International Conference on Education (Geneva, 1977) reconsidered the problems of the in-service training of teachers, particularly from the point of view of identifying their information needs and enunciating the right of teachers to information and to the possibility of in-service training.

All national and international initiatives and activities in the field of teacher education which resulted from these conferences concentrated mainly on teachers from the first and second levels of education - the most numerous category of educational personnel - as well as on establishing contacts between these schools and society, between teachers and pupils. However, they did not pay adequate attention to the problems of in-service training for teachers at the third level - higher education. At the end of the 1970s we witnessed more interest in activities aimed at improving the systems of in-service training for higher education teachers and, in this respect, mainly for the staff of higher education teacher training institutions.

At present the question of in-service training for teachers, in its broadest sense, is the centre of concern in the framework of discussions on the development of education systems. It has attracted the attention of

numerous national and international professional groups and organizations with widely different interests. This has resulted in the need to improve the co-ordination of national, regional and international activities and their subordination to a certain general concept of in-service teacher training in the context of their lifelong education - englobing their recruitment for the teaching profession, their pre-service training, and including all types of in-service training, in accordance with the educational policy of each country and taking into account the accepted international norms and recommendations.

Considerable attention is devoted to the clarification of the role which teachers and school administrators should assume in the field of in-service training. These efforts should lead to the creation of new, viable concepts for in-service training. Therefore, specific measures are called upon to assist the teacher in adapting to the changes ensuing from the political, socio-economic and cultural development, each bringing new requirements concerning the teaching profession, the formation of the teacher's attitude and the improvement of the national education system.

It is difficult to generalize on the purposes, forms, methods and levels of in-service training for teachers owing to their variety. There is agreement, however, on the following aspects: there is growing interest in finding a suitable form of in-service training for teachers; the existing systems are not yet able to fully satisfy the needs of society in this field; there is keen interest and much activity devoted to improving the quality of in-service training for teachers within the context of their lifelong education.

It is also evident that, besides the specific social needs, the concepts of in-service training are also under the influence of many other stimuli which cannot be ignored. Thus, for example, in-service training is influenced by the changing needs and aspirations of students, by the experience gained by the teacher since beginning his career, by the sum of the teacher's experience in relation to the improvement of the subject specialization, by the outcomes of the teacher's self-education, by the results of self-critical professional evaluation, etc.

In the process of clarifying the concept of in-service training several factors influence the situation to varying degrees depending on the national context: the moral involvement of teachers; incentives; the amount of co-ordination between pre-service and in-service training; the significance attached to individual courses; the administrative and legal regulations in force in the field of education in the respective country; the attitudes and opinions of those who carry out in-service training; the attitudes of teachers toward the concept of in-service training; and their role in its implementation.

Criticisms

At present, a number of criticisms have been levelled at particular aspects of in-service teacher training. For example, an improvement is required in

the procedures connected with approving the forms and content of in-service courses, particularly concerning adequate consultation of teachers and their representatives. Other critical remarks concern: the failure to satisfy the demand for courses on specific topics; the small variety of programmes compared to the spread of knowledge and experience among teachers; selection procedures for participants in the in-service training courses; insufficient evaluation of in-service courses; the relationship between in-service training and functional and financial rewards for teachers; lack of differentiation between teachers following different types of training (i.e. those involved in self-education; the teacher participating in a course; those conducting research; etc.).

Deficiencies are also reported in the administration, organization and planning of in-service courses for teachers, in defining the objectives of individual forms and types of in-service training; while insufficient attention has been paid to factors which limit the availability of resources. A greater balance between the individual components of in-service training is also required.

Efforts aimed at the improvement of the in-service training system for teachers run into a number of obstacles. This concerns particularly innovatory programmes that are retarded by financial restrictions, teacher surplus and unemployment in some countries; the minimal financial means made available for in-service training, especially as concerns its more demanding and more costly forms; insufficient moral and material incentives for teachers participating in courses, leading to a lack of willingness to participate and even a certain distrust of the actual effectiveness of in-service training; scepticism concerning the ability of the ever-more qualified teacher to improve social relations; and last, but not least, criticism of the quality and effectiveness of the forms of in-service training made available to teachers.

Objectives

The objective of in-service training for teachers is to change their personality and behaviour in positive ways. Consequently, from the psychological point of view, it means changes in attitudes, level of knowledge and skills. In view of the work that teachers have to perform these changes fall into the functions of compensation, adaptation, requalification, extension, specialization and innovation.

Courses for mid-career teachers have a compensatory function since they fill the gaps in the teacher's qualifications; this is not in-service training in the full sense of the word. It corresponds to it from the viewpoint of time as it is carried out during the performance of the teaching profession. A specific form of compensatory education is the supplementary study through which specialists from professions other than teaching (such as technicians, engineers, etc.) are prepared for the pedagogical application of their profession. In connection with the concept of lifelong education, it is also significant to note that some stages or branches of training are

sometimes transferred from the pre-service to the in-service period.

The adaptation function also has a limited application and is orientated to the needs of the beginning teacher. In a number of countries it is necessary to complete in-service training of this type in order to receive professional recognition. This form of in-service training concerns mainly the pedagogical skills of teachers and is closely connected with finding solutions to actual teaching situations facing the young teacher.

The requalification function is associated with in-service training to bridge the gap between the original qualification and new requirements imposed upon the teacher. This is particularly important in the context of scientific and technical progress when the original qualification may, after one or two decades, significantly lag behind modern developments and the teacher is not able to keep his knowledge up to date by means of his own efforts alone. It should be noted in this respect that the teacher can also forget a lot of his original training, particularly when he works at a remote school where there are limited possibilities for keeping in contact with scientific and technical developments. A similar problem for the experienced teacher is to come to terms with new generations of pupils, especially as the gulf between their age and his own becomes greater.

The requalification function in the in-service training of teachers is generally the most recognized one. It is considered necessary for every teacher to be provided with an opportunity to undergo an adequate period of intensive training towards requalification, which should then be repeated, even if to a lesser degree, at least two or three times in the course of his career. It has become evident that at the centre of gravity of this type of in-service training lie, as a rule, the subject studies often defined as an academic component of in-service training. It is emphasized that requalification is necessary even for those who have graduated from teacher training colleges.

The extension function of in-service training enables the teacher to acquire the competence to teach another subject. The programme of these studies is similar to the pre-service training in any given field.

In-service training towards specialization provides the teacher with the possibility of acquiring a supplementary qualification, particularly after several years of service. It concerns, for instance, the training of the teacher to be an educational counsellor, a specialist in educational technology, a school principal, a supervisor, a teacher of the handicapped, etc.

Great attention is devoted to the innovatory function of in-service teacher training. In-service training of this type has become the necessary link between pedagogical theory and educational practice, between projected reforms and their implementation. In view of the fact that modern education systems are, in fact, undergoing constant reforms, the ability of teachers to stimulate, accept and implement such changes has become a fundamental requirement and is one of the main reasons for in-service training.

Apart from these principal functions presented above, the in-service training of teachers has many other secondary features which have come to light only recently. Thus, for example, it promotes better contacts between teachers and encourages the exchange of experience; it provides the opportunity for visiting other places, mainly cities. The fact that for a limited period of time teachers become students allows them to get rid of the tendency towards stereotypes, dogmatism, authoritarianism and increases their awareness of the situation and the problems of pupils and students.

Structure

The basic content of in-service teacher training in fact corresponds to the structure of pre-service training: it has its general, subject or academic and pedagogical (professional) components, as well as theoretical aspects. However, this does not mean that this structure, valid for the in-service training of teachers in general, must be reproduced in all programmes. Of great significance is the fact that, from the viewpoint of the content of in-service training, it is not specified in a syllabus. This means that, in principle, anything concerning human knowledge or activities can be taken up by the teacher as a self-educational task. In fact, however, the determination of subjects corresponds mainly to the needs of the education system within which teachers work.

The following three needs stand out:

(a) the evaluation of the educational significance of new scientific knowledge, discoveries, new art forms, new phenomena in the life of youth and society;

(b) the conduct and evaluation of educational experiments (production of new textbooks, teaching techniques, methods, etc.);

(c) the dissemination of innovations concerning the content, methods and organization of education, i.e. the dissemination of changes generally considered as useful and feasible, such as new curricula or new educational technology.

In the course of its development the content of in-service teacher training has experienced different priorities and preferences. For example, with the growing threat of nuclear confrontation the issues of education for international understanding, co-operation and peace and education related to human rights, fundamental freedoms and rights of nations have received attention; with the menace of ecological catastrophe the issues of environmental education have been introduced; with the arrival of computer technology in the classroom the issues of education on information technology have been initiated; the struggle against disease, drug abuse and alcohol has brought about the issues of health education, etc.

Concepts of in-service teacher training - basic models

The very great variety of models for the in-service training of teachers complicate their description and classification. In principle, two types of model can be delineated.

The first group includes the organization-orientated models, in which case the initiative is assumed by the educational institution and/or school administration at various levels. It provides a mechanism for identifying teacher potential and stimulating teachers to undergo purposeful professional growth.

The second group comprises those models based on the example of teachers who are expected to take the initiative for their own self-education. These models assume that the educational institution and/or school administration of the appropriate level will make resources available for the self-education of teachers, provided that teachers will take advantage of them.

Experience so far acquired seems to show that there is an opportunity to combine elements from both sorts of model in the realization of an in-service training system for teachers.

Models for in-service teacher training can be described in various ways. Mostly they are characterized by administrative or organizational procedures or measures, particularly in relation to the procedures connected with the preparation of the curricula for in-service courses. The following specific features may be taken into account: the degree of centralization within the system and the extent to which educational institutions have autonomy within this system; the status of teachers in these institutions; etc. As concerns the procedures, attention is focused mainly on: the decision-making process concerning in-service training; identification of the need for in-service training; and the means for the integration of the results of in-service training into the educational process. The procedures used in the preparation of curricula for in-service training courses comprise first of all the training methods, and the planning and development of the programmes.

The models of in-service training for teachers are as varied as the socio-economic systems in which they operate. Thus, for example, education in the socialist countries is a uniform and democratic system and, consequently, the in-service training of teachers forms an integral part of it. In-service teacher training is supervised and co-ordinated by a single entity. All teachers are concerned and their lifelong education is viewed as a follow-up to their pre-service training. In individual countries the institutional bases have been set up for the in-service training of teachers and are supervised by educational bodies at various levels. As well as those institutions actually carrying out in-service courses, teacher training colleges and teachers' trade union organizations also participate in this process.

However, in the majority of countries the in-service training system for teachers is not fully integrated into the general education system. Even if,

in view of the historical, socio-economic and other origins of individual countries, many types of in-service training for teachers exist, characterized by various institutional and organizational forms, there are evident efforts on the part of educational authorities aimed at their rational interrelation according to an integrated national policy.

From the viewpoint of content, the vast majority of courses for the in-service training of teachers contain elements of political ideology, general education and culture, educational psychology, as well as specialized professional components, together with the study of individual subjects.

Evaluation of in-service teacher training

The evaluation of in-service training usually includes the experience already gained from existing in-service training programmes, together with evaluation of the procedures used and an estimate of the efficiency of the programmes.

Evaluation of earlier experiences with the conduct of in-service training programmes for teachers concerns both traditional and innovatory programmes.

School-focused in-service teacher training is an example of a new policy. It can vary from being focused on the school as an organization (including teacher training as a form of organizational appendage) to a focus on separate teachers within a school (with in-service training aimed at the improvement of their individual job capacity).

This procedure covers the organizational development of the school and the professional development and improvement of each member of the teaching and other educational staff at the same time.

Methods of evaluation include both self-evaluation and those methods used by persons or institutions that are responsible for assessing competence. The key problem of evaluation is to determine the effectiveness of in-service training. In principle, the concept of the effectiveness of in-service teacher training is very straightforward. However, from the empirical viewpoint it is not quite so simple. The present methods of evaluation have a number of drawbacks and require a multidisciplinary approach. Much is expected from systematic research on this problem.

Trends in in-service teacher training

The development of methods for evaluating different types of in-service training are likely to draw attention to those that correspond to the demanding criteria of efficiency.

Analyses of the present models of in-service training allow numerous trends to be observed, such as the following examples:

1. The effort to increase the effectiveness of in-service teacher training includes its integration into a system which combines two other important aspects of lifelong education: the pre-service education of teachers; and the daily experience of their working lives. It is expected that

through pre-service training teachers will acquire suitable techniques for their continuing self-education.

2. Great attention is devoted to the creation and improvement of a system of incentives in order to make in-service training an integral component of the professional life of teachers.
3. A growing need is felt for the systematic preparation and further education of those who are involved both in the pre-service and in-service training of teachers.
4. Another significant trend is the effort to involve teachers more in the decision-making process concerning the organization of in-service training courses. Participation in decision making is more strongly related to school-focused rather than teacher-focused in-service courses.
5. There is an evident tendency to focus the models of in-service teacher training more on the school. However, this does not mean the reduction of the teacher-focused models of in-service training. In the models of in-service teacher training the development needs of the school predominate. But this does not mean that these models should overlook the needs of particular groups or individuals within the school.
6. The tendency to try out innovatory methods of in-service training is of increasing importance. This choice reflects new problems which confront education systems and/or society, such as environmental education, health education, international education, computer and information technology, and the solution of other so-called global problems.
7. Another trend is an increase in the duration of in-service teacher training, and mainly concerning the period set aside for the practical application of theoretical knowledge.

More profound research on the issues of in-service teacher training and its effectiveness would be desirable.

Generally, in-service teacher training serves, either explicitly or implicitly, as an instrument for change both in the education system and in society.

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1. Where to ask for further information

- All institutions associated with the International Network for Educational Information (INED) assure at the national level bibliographical control of information on the in-service training of teachers. The list of associated institutions appears in the Directory of educational documentation and information services prepared by the International Bureau of Education (IBE), P.O. Box 199, 1211 Geneva 20, Switzerland, and published by Unesco, Paris.

- The Unesco Computerized Documentation System (CDS) lists the references to the in-service education of teachers in the publications and documents of Unesco, those of its regional offices and affiliated institutions, as well as the acquisitions of its library. For on-line consultation of the computerized data base the Unesco Thesaurus uses the descriptor "in-service teacher training".
  Unesco, 7 Place de Fontenoy, 75700 Paris, France.

- The IBEDOC data base of the International Bureau of Education. It uses the Unesco programme (CDS) and covers in-service education of teachers for all Unesco Member States. According to the Unesco: IBE education thesaurus this subject can be searched on-line using the following descriptors in English: "in-service teacher education", "teacher improvement".
  International Bureau of Education (IBE), P.O. Box 199, 1211 Geneva 20, Switzerland.

- European Information Centre of Charles University for the Further Education of Teachers as the main supplier of international information on in-service education of teachers for the IBE data base, and also provides information on literature in this field from socialist countries in English. Its Newsletter/Novosti contributes to current awareness in this field.
  The European Information Centre of Charles University for the Further Education of Teachers, Kaprova 14, 110 00 Prague 1, Czechoslovakia:
  (a) identifies institutions with relevant information files and adequate services;
  (b) disseminates in an effective way information on in-service education of teachers via information sources, processing information and publishing bibliographies and reviews;
  (c) issues studies and analyses on evaluation and development trends in in-service teacher education systems in individual countries.

- EUDISED sub-regional information system of the Documentation Centre for Education in Europe, Council of Europe, Strasbourg, France. Its Newsletter/Faits nouveaux and abstract journal EUDISED R+D bulletin contribute to current awareness. An on-line approach to the computerized system allows for multi-aspect selection of information. According to the EUDISED thesaurus, the in-service education of teachers is referred

to as "further education of teachers" in English.
Council of Europe, B.P. 431-R6, 67006 Strasbourg, France.

- Educational Resources Information Centre (ERIC) covers English-language information on in-service training of teachers by the Clearinghouse for Teacher Education at the American Association of Colleges for Teacher Education in Washington, United States. The ERIC thesaurus indexes in-service education of teachers as "inservice teacher education".
  ERIC Clearinghouse for Teacher Education at the American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 610, Washington DC 20036, United States of America.

- DOPAED information network (Dokumentationsring Pädagogik) for German-speaking countries, co-ordinated by the Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt am Main, Federal Republic of Germany. This computerized system allows multiaspect retrieval of documents on in-service education of teachers using the descriptors "Lehrerbildung", "Lehrerweiterbildung" and "Lehrerfortbildung".
  Deutsches Institut für Internationale Pädagogische Forschung, Schloss-str. 29-31, D-6000 Frankfurt am Main, Federal Republic of Germany.

2. Associations, governmental and non-governmental organizations engaged in the domain of in-service training of teachers. These organizations, with the exception of EIC-PET, are not specifically concerned with in-service education of teachers. However, they are working in the domain of education and may in whole or in part also provide information on in-service training of teachers.

ATEE Association for Teacher Education in Europe, rue de la Concorde 51, B-1050 Brussels, Belgium

CERI Centre for Educational Research and Innovation, 2, rue André Pascal, 75775 Paris, France

CMEA Council for Mutual Economic Assistance, Kalinin Prospect 56, 121205 Moscow G-205, USSR

EEC Council of Europe, B.P. 431-R6, 67006 Strasbourg Cedex, France

EIC-PET European Information Centre of Charles University for Further Education of Teachers, Kaprova 14, 110 00 Prague 1, Czechoslovakia

IBE International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland

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CEPES	Unesco-European Centre for Higher Education, 39, rue Stirbei Voda, 70732 Bucharest, Romania
UIE	Unesco Institute for Education, Feldbrunnenstr. 58, D-2000 Hamburg 13, Federal Republic of Germany
WCOTP	World Confederation of Organizations of the Teaching Profession, 5, avenue du Moulin, CH-1110 Morges, Switzerland
FISE	World Federation of Teachers Unions, Wilhelm-Wolffstrasse 21, 111 Berlin, German Democratic Republic